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B. Sc. 1907, B. Ped. 1913, Valparaiso University
Principal Hobart Township High School 1895-1905
Superintendent Hobart Schools 1905-1918

To
GEORGE H. THOMPSON
Our Superintendent

We, the Class of Nineteen Hundred Eighteen,
as a token of our appreciation of his many
years of faithful service, dedicate
this volume of the Aurora

MARY PORTMESS

American History 1918—
Hobart High School 1897



ELLEN M. MALONE

Algebra and Physiology 1918—
Hobart High School 1904

DAISY ROWE
Penmanship 1917—





M. J. BAKER
Mathematics and Manual Training 1917
Called to the Military Service
September 19, 1917

CLASS MOTTO:—“*Truth Conquers*”

CLASS COLORS:—*Blue and Gold*

CLASS FLOWER:—*Tea Rose*

PROGRAM

March—Misericordia	Nevin
	Viola Puettjer
Chorus—a “The Call to Arms”	Veazie
b. “The Banner of the Free”	Richards
	High School
Salutatory.....	Evelyn M. Fredrick
Sextette—“The Dance”	Moskowsky
Lillian Canavan	Florence Pio Sordelet
Dorothy Wood	Emma Carstensen
Vera Barnes	Florence Larson
Valedictory	Esther L. Nelson
Address—“The Riddle of the Sphinx”	Dr. E. M. Linton, Indiana University
Presentation of Alumni Medal.....	Bessie Hayward, '04
Presentation of Diplomas.....	Supt. G. H. Thompson
America.....	
	Viola Puettjer, Accompanist

CLASS OFFICERS

President.....	Ralph W. Melin
Secretary.....	Grace A. Murray
Treasurer.....	Esther L. Nelson



MARY G. GEARHART,
Editor-in-Chief.

Here is Mary, our invaluable Editor-in-Chief,
Who has burned midnight oil o'er this
book.

Remember when you turn o'er the leaves
And at her work take a good look.

RALPH W. MELIN,
President.

He is always ready to joke
And push a good thing along,
But if you think he can't be serious
In the world, You're thinking wrong.



ESTHER L. NELSON,
Treasurer, Valedictorian.

She's always a-smiling
As fresh as the morn,
To see her is to think
There's a rose without a thorn.



EVELYN MARGARET FREDRICK,
Mathematician, Salutatorian.

Happy and fun loving,
Evelyn has always been,
I'll tell you when she leaves here
They'll all miss her just like "sin".



HOSEA ADAMS BAYOR,
Business Manager.
With a gift for business
And argument galore,
With that help our annual
Will be quoted "evermore".

MARGARET A. TABBERT,
Bookkeeper.
Steadily she's progressing
In the science of keeping books,
She'll take the place of a soldier
In one of the world's little nooks.



FLORENCE PIO SORDELET,
Artist.

Our lively, little member,
Is going to be a Red Cross nurse.
She'll cheer many a soldier,
With that happy way of hers.



GRACE AGNES MURRAY,
Secretary.

She may be only a Senior
As the broad world would term it,
But she's going to be great
And by herself will earn it.



VERA R. BARNES,
Dancer.

In our little kingdom
We hailed her as Miss V. B.
We know she'll turn her talent
To something for her country.

DORA M. OWENS,
Dramatics.

Always cheerful, never sad,
Those brown eyes do smile.
She does not always work
And yet she is worth while.



JOHN W. MARTIN,
Class Chemist.

Quiet, steady, persevering,
With a definite end in view.
He will be a well known chemist,
And startle us with something new.



RUBY M. SKAGGS,
Novelist.

Independent, asking no help,
What better girl could you ask?
I know she'd never shrink
From any appointed task.



LOLITA J. SMITH,
Joke Editor.

And here is dear little "Pokey".
For three years the joke editor.
She has made a reputation,
For herself, you can't ignore.

THELMA FETTERER,
Pianist.

With a happy disposition
That trifles do not mar,
She devotes herself to music
That is valued above par.



EDITORIAL STAFF

Editor-in-Chief	Mary Gearhart
Business Manager, Latin.....	Hosea Bayor
History	Lolita Smith
Social.....	Florence Pio Sordelet
Literary, Domestic Science.....	Evelyn Fredrick
Commercial	Grace Murray
Music	Thelma Fetterer
Science	John Martin
Mathematics	Dora Owens



EDITORIAL

When reading this volume of the Aurora may the Alumni be carried back to their old-time school days, and may our parents look with pride upon our handiwork. We are not experienced workers but have done our best to make this book a success. Please keep this in mind as you turn o'er the pages and give our efforts a kindly thought.

—*Editor-in-Chief.*

SALUTATORY

Dear Friends:—



AM glad to welcome you to this, our graduation night. We, as the class of '18, have looked forward to this night of nights as a self-satisfying time because we have climbed a step nearer the goal which we hope to attain. I think you realize as much as we do, the difference between our High School career and that of all previous graduates. Since 1914, when we entered High School as Freshmen and up to this time, a great world-wide struggle has been going on.

During a crisis like this, one is fortunate to be in the school room under the guidance of patient teachers. We have studied the remote causes of the war, the character of the nations in the war, our own entrance on the side of the allied forces, and we recognize the great issues which now separate us from our enemies. We all know the great men of our country. These qualities are theirs: courage, unselfishness, and a willingness to do every duty to the best of their ability in spite of public criticism. They have high aims; they look to God for strength and inspiration. We are asked to cultivate these qualities. We now have high aims, it remains to be seen whether we shall hold fast to these ideals and aims. May the test of adversity find us loyal and true.

To have victory we must be obedient to our government's wishes,—we must bear the hard things without complaint. In this way we shall stand in the path of duty and make our lives count most to our country. It is the atmosphere of the school that nourishes the growth of these principles. One does not drift into the possession of the qualities which make a hero; these qualities do not just happen to come. They are the things for which we pay the highest price.

As we leave this school tonight each one of us hopes to be able to do something specific in this great struggle. Our boys are planning to take up special work so as to be prepared if they are needed. Some of the girls are preparing themselves for clerical work;—experts for which the government is calling continually. Some are going forth as teachers, and several expect to enter college. But whatever we do, and wherever we go, we have the same aim.

My hope tonight is that we may live to see our motto, "Truth Conquers," win, and that we as a class and as individuals may play our part in the winning.

—Evelyn M. Fredrick.

SCIENCE

HON HOBART High School there are three years of Science, in the first year we had Botany from which we learned the structure of the different plants and how they grew, the names of the parts and their use, and the uses of the plants themselves, and we greatly enjoyed the Botanical excursions which we made. In the second year, Science is left out to be taken up in the third year in Physics which deals with all kinds of machines, electricity, light and sound and it is from the laws of Physics that we are able to fly through the air and to have our fast locomotives, and with the aid of electricity we are able to have the telephone, telegraph and wireless and many other equally useful instruments and machines. In the Senior year we study Chemistry which deals with the different elements that go to make up the earth and all things on it, and it is with the aid of this science that we are able to make our powerful explosives and many other things which we use in the war, also it is with the aid of Chemistry that we can combat many diseases.

—John Martin.



DEEP RIVER NEAR HOBART

LITERATURE

"Reading maketh a full man, conference a ready man, and writing an exact man."—Bacon.

HE true value of the study of English is not easy to comprehend unless we study conscientiously all its factors. Its departments are so varied, its scope so wide, its application so universal, that it is the broadest subject in the High School curriculum. It is invaluable to every citizen, in fact to be a good citizen we must be able to speak good English. In its study we learn about the customs and thoughts of people who lived in the past and who are living in the present.

As Freshmen and Sophomores we studied Rhetoric and Composition. This taught us the unity of thought and the structure of sentences. We were drilled in the use of words, their relation to each other in sentences and to the composition as a whole. We studied description, narration, and argumentation. This work gave us instruction in theory and practice of the different forms of discourse in the English composition. Daily and long themes were required. We studied Dicken's "Tale of Two Cities", Stevenson's "Treasure Island", and Shakespeare's "Merchant of Venice".

In our Junior year we studied Halleck's "American Literature". This work required extended reading from the entire field of American Prose and Poetry with emphasis upon Franklin, Irving, Poe, Emerson, Bryant, Longfellow, Hawthorne and Lowell. In addition we studied the following classics from the English writers,—Eliot's "Silas Marner", Tennyson's "Idylls of the King", and Dicken's "David Copperfield".

As Seniors we were introduced to English Literature. This was divided into three periods. The first was from 450-1150. This is called the Anglo-Saxon period and the words are written with full inflection. We read parts of the greatest English epic "Beowulf". From 1150-1550 is termed the middle English period and during this time part of the inflection was dropped and many French words were added. We enjoyed greatly the minute description of Chaucer's "Pilgrims" from his Canterbury Tales. After 1550 it is called the Modern English. We used Manly's books of Prose and Poetry to supplement our text books. In these works we read the many wonderful English poems and chief prose selections. In addition we read Shakespeare's "Hamlet".

Due to the unusual conditions of the present day and the necessity of getting the right viewpoint on the issues of the war we studied "The Forum of Democracy" which contains all the great speeches of the foremost men of all the allied people, such as Winston Churchill, Sir Edward Grey, Rene Doumic, Carton de Wiart, and President Wilson. Using this as the basis for our work and supplementing a continental viewpoint as well as American which is so very necessary at this time, we found this work very interesting and also helpful in understanding our position in the present crisis of this great World War.

—Evelyn M. Fredrick.

HISTORY



HE History course of the H. H. S. takes in Ancient History during the second year, Medieval and Modern during the third, and American, the best of all, during the fourth year.

As Sophomores we were led through the prehistoric, oriental and classical ages of man, by our able instructor, Mr. Worthington, who made it very interesting for us.

During our Junior year we were fortunate enough to have Mr. Worthington again to impress upon our minds the innumerable dates which are necessary in order to connect the events which lead to the gradual development of the world.

During the first semester of our Senior year, Mr. Thompson helped us to understand the events of the present "World War" by comparing them with the past.

At the beginning of the second semester, Miss Portmess took Mr. Thompson's place and, although we were sorry to lose Mr. Thompson, Miss Portmess has been a most helpful teacher.

—*Lolita Smith.*

COMMERCIAL



E STARTED the Commercial Course in our Junior year, by studying Bookkeeping. We found this very interesting although sometimes our trial balances and financial statements did worry us.

The last half of our Junior year we started Shorthand. We could hear the workers muttering the strange alphabet, p, b, t, d, chay, jay, kay, gay. Later as we progressed we answered the many questions of "How can you read those funny signs?" with "Oh! it's easy!" Shorthand also extended through our Senior year and we took dictation very rapidly. We translated a number of interesting stories among which was "The King of the Golden River".

Our next move was typewriting. We started writing words, phrases, sentences, and finally we wrote letters, abstracts, and deeds. We were very anxious to make our fingers "fly" over the keys. Several in the class took Commercial Arithmetic and there received a general review of work done in the grades. They were soon capable of adding long columns of figures.

In conclusion we wish to thank Miss Roe, (though she left us in the middle of the term as Mrs. Smith,) Mr. Thompson and Miss Smith for their help and patience with us during our Commercial Course.

—*Grace Murray, '18.*

DRAMATIC

The first entertainment of the year, given by the Seniors, consisted of two short plays,—“The Piper’s Pay”, and the “Lost Hat”. The cast of characters in The Piper’s Pay was as follows:

Mrs. Jack Burton, whose hobby is collecting spoons.....	Dora Owens
Mrs. Charlie Dover, who also collects spoons.....	Florence Pio Sordelet
Miss Frieda Dixon, who disapproves of this.....	Lolita Smith
Mrs. Hereford Carr, a society leader.....	Evelyn Frederick
Katy, a maid.....	Vera Barnes
Evelyn Evans, a reporter with a nose for news.....	Mary Gearhart
Miss Mary Clark, a detective.....	Grace Murray

The cast in the Lost Hat:

The Caller.....	Ralph Melin
The Laborer.....	John Martin
The Clerk.....	Ruby Skaggs
The Poet.....	Dora Owens
The Policeman.....	Esther Nelson

In the Piper’s Pay, Mrs. Burton, a society aspirant and her dear friend, Mrs. Charlie Dover, have a hobby for collecting spoons from restaurants and cafes. Because of their standing in society, the restaurant owners dare not prosecute them, but finally an outraged owner presses the charge, and they get in all kinds of trouble. Mrs. Hereford, a recognized society leader rescues them, but not without their having learned a lesson.

In the Lost Hat, the caller has quarreled with his sweetheart and rushed from the house, unfortunately leaving his hat behind him. He asks in turn the laborer, the clerk, and the poet to help him get his hat, but they all think he is crazy and go on. Finally in desperation he goes after it himself and incidentally makes up with the girl.

One of the worthwhile features of the year was the patriotic pageant given under the instruction of Miss Gilliland. The cast included one hundred and fifty pupils, fifty of whom were selected from the High School. The program was as follows:

Episode I

The spirit of Indian days calls to the Great Manitou. Indian men and women gather for the Corn Dance of Thanksgiving. Arrival of another tribe. Passing of the Calumet.

Episode II

The spirit of the Wilderness calls before her Daisies, Wild Roses, Butterflies, Trees and Autumn Leaves. The pioneer man and woman sweep

away the wilderness. Pioneer children play their singing games. A hymn of Thanksgiving.

Episode III

The spirit of Patriotism pays her tribute to the pioneers, and welcomes the Spirits of State and Little Town followed by Little Town interests, rural, town, school and church, who dance for State and Patriotism. Grown Town spirit with Grown Town interests—Christianity, Education, Community Spirit, Music, Art, Welfare led by a child; Play, Forest Preservation, and Peace present a flag drill. Spirit of New America enters. The French English, Dutch, Swedish and Japanese folk groups, each dance. The American flag is unfurled. The flag salute. Recessional.

During the progress of the Art Exhibit on the evenings of December 4th, 5th, 6th, and 7th, programs were given. The first evening the program was furnished by the Reading Club. They presented music and living pictures representative of the pictures on exhibition. The programs of the 5th and 6th were under Miss Gilliland's direction. She offered a farce, flag drill, and several other features among which were scenes from Macbeth. On the 7th the grade pupils furnished the program. The money raised from these programs was spent on pictures. Each room received one or more as a result of the hard work of pupils and teachers.



BELOW THE MILL, ON DEEP RIVER

The contest was the next public affair. It consisted of three afternoons. The winners of both afternoons spoke the third day. Those taking part were:

Margaret Tabbert.....	As the Fleet Goes by
Margaret Gerber.....	The Courage of the Commonplace
Lois Gross.....	He Dies for the Flag
Lillian Canavan.....	The Littlest Rebel
Anna Hideen.....	The Man Who Planted the Hungary Grass
Mildred Wild.....	Mother Love
Dora Owens.....	Dona Dolores and King Phillip

The winners were: First, Dora Owens; Second, Lillian Canavan and Anna Hideen. Of the boys: Hosea Bayor, first and Martin Frederick, second. The enthusiasm over Hobart's victory at Gary in which Dora Owens was awarded second, has not died out yet. Hobart proved itself worthy of recognition. Hosea Bayor also did us credit in the evening.

The Senior class play, "A Corner of the Campus," is to be given May 20. The cast of characters are:

Ruth Day, Just one of the girls.....	Dora Owens
Ann Short, Ruth's roommate and an honor student.....	Grace Murray
Gale Marshall.....	Thelma Fetterer
Flo Ferris.....	Evelyn Fredrick
Margaret Summers Students	Vera Barnes
Min Davis.....	Mary Gearhart
Dora Mills.....	Lolita Smith
Miss Prisman, The Vigilance Committee.....	Margaret Tabbert
Tilly, a maid.....	Esther Nelson
Hiram Hayman, a country boy.....	John Martin
Mrs. Hayman.....	Ruby Skaggs
Evelina, a colored maid.....	Florence Pio Sordelet
William Williamson, Her Sweetheart.....	Ralph Melin
Billy Brown, a college youth.....	Ralph Melin
Charles Steele / Ruth's two lovers	Hosea Bayor
Evert Ward / Ruth's two lovers	Glen Burris
The Professor.....	Hosea Bayor

Ruth Day, a college girl, is led to believe that her brother Tom has stolen a large sum of money through the influence of Charles Steele, the man she loves. Evert Ward also loves her and is the one who has told her about Tom and Charles Steele. She meets her brother on a certain corner of the campus, and is discovered by Miss Prisman who does not know it is her brother. She is expelled from college and Evert Ward follows her and continues to tell her stories about Tom and Charles. She has refused to see anything of him and is very miserable. The girls from the college come and surprise her on Christmas eve, and it is discovered that Evert Ward has been telling lies and that Tom is not guilty of the theft. Charles Steele is also cleared and it all ends happily with Ruth and Charles, Evelina and William and Hiram and Tilly under the mistletoe.

—Florence Pio Sordelet.

MUSICAL APPRECIATION

*Oh, Music! Thou who bringest the receding waves of eternity
nearer to the weary heart of man as he stands upon the shore
and longs to cross over! Art thou the evening breeze of this
life, or the morning air of the future one?*



USIC, in order to be appreciated and understood to the fullest extent by the casual listener, whether he be of a literary turn of mind, a business man in the heart of a great commercial center, or a man who, after a day of manual toil returns home to seek rest and comfort, must be brought to him in a way in which it will most readily meet his approval. It is interesting to note in what ways music can be brought to the man of letters, even in one of its most beautiful and charming forms. The master musician has taken the familiar and oft told fables of the Minnesingers and Meistersingers of central Europe, and skillfully woven them into gems of unquestionable musical merit. A predominating feature of this type of music is that it is highly dramatic. The opera is a broadly developed musical product perfected only through long years of conscious thought and deep study. In short, it is an intellectual product, and should be studied with the intellect. Therefore, the man whose literary knowledge is broad as well as deep, will undoubtedly keenly appreciate music of this particular type. We have a long list of the greatest musicians the world has ever produced, who were scholars of their time and pursued other branches of education as persistently as they did their chosen art.

The business man, just because he is a business man, can offer no acceptable reason or excuse for not being appreciative of music in some form. Naturally a man of this type requires relaxation, mental even more than physical relaxation, and what gives him that more than to attend a light opera? One in which there is constant motion to relieve that tired feeling? Or even within the privacy of his own home can he not have the privilege of hearing Mme. Galli-Curci pour forth from the friendly Victrola, with simple elegance "Home, Sweet Home"? Who can be mentally fatigued after hearing a perfect rendition of Dvorak's "Humoresque" in all its wild, care-free melodious ramblings? The listener finds himself partaking of the cheerful atmosphere of the music he hears, and out of this grows a fondness for the kinds that give him rest in a time when he needs it most.

Now we come to discover in what ways this art creeps into the life of a man who does manual labor. His greatest desire is to forget how tired he is physically. Immediately there comes to his aid all that is sensational in music. The dance, in all its forms, and there are many; the stirring Military marches that take him miles away from himself over a bounding sea of rhythm. Or if preferred, a dreamy Barcarolle carries him out under star-lit skies and he feels himself drifting leisurely over the glassy bosom of a shadowy lake.

The rocking motion of the boat, suggested by the rhythm or movement of the piece has a tendency to lull him into sleep.

Music, I yield to thee,
As swimmer to the sea,
I give my spirit to the flood of song;
Bear me upon thy breast
In rapture and rest
Bathe me in pure delight and make me strong.
From strife and struggle bring release,
And draw the waves of passion into tides of peace.

—Van Dyke.

The humble song, Folk Songs, etc., play an important part in giving to the physically spent man the thing he most desires, rest.

After all, music, this deep, broad, beautiful, scientific art, must be fashioned according to the dictates of intellect. The narrow person can never hope to become a musician, neither can he ever experience a true appreciation of it. This is due to the limitation of his education along other branches. In Miss McLinn, our music supervisor, we have found a true musician. In the music course of this year she required her pupils to study the lives of our great composers, and in doing this we have been brought face to face with classical literature. For example, in studying the life and works of Beethoven we are told that for the emotional setting of his D minor Concerto, we must read Shakespeare's "The Tempest". I don't know whether Paderewski's rural life ever gets into his music or not, but the master enjoys stocking a small estate he owns in Switzerland, and one day bought some little pigs from a neighboring farmer. A friend of the farmer arrived on the scene as the purchase was completed, and asked who the buyer was. "Oh, that," said the farmer, "is Paderewski, a pig dealer."

Being a pig dealer wouldn't be bad at all if behind it we were all true lovers of the best in music.

—Thelma Fetterer.

PHYSIOLOGY

PHYSIOLOGY; what a lot of things the one word stands for. But since only one-half year is given to this study many are prone to underestimate its value. However, a good understanding of the structure, workings and care of the body is something that cannot fail to be of use, whatever work we may take up after our graduation.

Miss Malone was our teacher and she led our small but studious class through a thorough and advanced version of the physiology we had in the grades. We thought it would be easy but, to our chagrin, memory failed us and so we—studied! I'm sure none of us will ever count the time lost and we wish to thank Miss Malone for her careful guidance and patience.

—Mary Gearhart, '18.



CUR LITTLE GRAYCE



JUNIORS



SENIOR GIRLS



UNCLE BILL AND THE KIDS



VARIOUS SIZES



JUNIORS THREE



THE SEXTETTE



CAUGHT!



"WE'LL BE SENIORS"

LATIN



N ENTERING High School as a part of our course we made the choice of Latin or German as our foreign language. There were eight who took German but there were eight of us, five boys and three girls, who made a jolly class for Latin.

Our first year of work included a thorough study of D'Ooge, and some sight reading, and composition given to us by our instructor, Miss Gilliland, who the three years since has been our instructor.

Next we started to read Caesar, one of the most interesting and instructive texts, about the wars of Caesar and the expansion of the Roman Empire, also giving us a glimpse of the habits and customs of Rome and the Barbarian tribes surrounding Italy. John and Hosea made a wooden model of the famous bridge across the Rhine. Latin card games livened our knowledge of vocabulary and derivation. This year we began editing our Latin daily "Hermes" which is now in its third volume.

Beginning the third year the famous Latin poet Virgil was introduced to us; so we began the study of Virgil's Aeneid. We read the description of Aeneas, the city of Troy, the Laocoön Group, the wonderful Trojan Horse, the description of Aeneas voyage to Italy and of the land of Italy as they first saw it—vivid pictures painted on our minds that will never fade with time. Having completed our course for the year in Latin, we decided to give a Latin Play called "A Roman Wedding", the play was presented in Latin with Roman costumes and scenery. Invitations, A la Roman, were sent to friends and schoolmates who appreciated and enjoyed this presentation of Roman Life. Ralph and Florence starred as the bride and groom, Hosea as Cicero, Evelyn as Mrs. Cicero, Lolita as matron of honor, Vera and John as the parents of Ralph.

This year we organized our club—Sodalitas Romana.

The fourth year the Seniors and Juniors combined and began reading Cicero's orations and letters. Cicero was one of the world's greatest orators and we enjoyed translating the orations and observing the skillful and clever way in which Cicero "put it over the other fellow". We were glad to have the honor as a club of presenting two classical pictures for our classroom.

A man who does not understand Latin is like one who walks through a beautiful region in a fog; his horizon is a very few steps away from him and the outline of everything becomes indistinct or wholly lost. But the horizon of the Latin scholar extends far and wide through the centuries of Antiquity; the Middle Ages and Modern Life.

The class as a whole has gained a knowledge that will be indispensable to them. We see Cicero, Caesar, and Virgil not in a dim and wavering light, but in a clear, vivid outline, as only those who have studied Latin can. We have had our knowledge of English increased and also that pleasure of deciphering Latin phrases, that those who have not studied Latin are incapable of doing.

This class as a whole has taken pleasure in studying Latin and in years to come we will be led back through the annals of memory to the hours spent in the Latin classes of Miss Gilliland, who by her tireless efforts and efficient teaching has made the class a success.

—Hosea A. Bayor, '18

LATIN NOTES

The beginning class enrolled 33 members this year. In an advertising contest held in October, Elmer Wetterland of the beginning class received first prize for bringing the most and the best advertisements which made reference to Roman and Greek mythology or to words derived from Latin and Greek; Helen Grosse received second. The prizes were copies of the pictures which the Latin Club purchased for the Latin room.

The members of our Latin Club—*Sodalitas Romana*—presented to our Club two large, handsomely framed pictures of Maccari's "Cicero Against Cataline" and Hector Le Roux's "School of the Vestals" respectively. These pictures make a soul-satisfying difference in our classroom.

In an English word derivation contest, held in the beginning class in March, the class was divided in three sections, of which Ida MacIver's division won first as she found 350 English words from the Latin word, *facio*: Hugo Zobjeck's section found 160 from *duco*, Clinton Cavender's 190 from *dico*. These lists were not exhaustive.

The officers of *Sodalitas Romana* for this year are as follows: Consuls, Helen Linkhart, Irene Carlton; Censors, Milton Thompson, Lois Gross; Tribunes, Rita Jordan, Anna Hideon; Quaestors, Willard Dorman, Edward Wollenberg; Aediles, Jessie Owens, Hosea Bayor, Selma Hideon, Dorothea Crisman.

The Latin Department, in May, presented two plays in Latin: "Cicero *Candidatus*" and "Andromeda". In "Cicero *Candidatus*" the Senior and Junior classes were assisted by the beginning class in various parts. Cicero, Hosea Bayor, is a candidate for the consulship at Rome, and in these scenes appears amongst his old friends and supporters at Arpinum, his native village, which turns out en masse to take part in a lively political rally. In "Andromeda" the Sophomores took the leading parts, assisted by the beginning class with a few minor characters, and with a chorus of maidens who sang the Wailings over the sacrifice of Andromeda to the ravaging monster, and later sang the wedding hymn of joy at the marriage of Andromeda and Perseus who has rescued her from the monster. Leonard Nelson appeared as Phineus, the disappointed suitor; Irene Carlton and Lois Gross, the parents of Andromeda; Raphael Pierson; Harry Hawke, Perseus.

—Hosea A. Bayor, '18.

DOMESTIC SCIENCE



OBART High School has had a Domestic Science Department for the last four years. The aim of this department is two-fold. It should give the young people a more intelligent appreciation of our occupation of Home-Making and, prepare them for the efficient and economic work in the home. It teaches the girls how to plan, cook, and serve meals in the home, calculate cost and purchase foods in the best market at the lowest price. This includes knowing the nutritive value of each food and its place in the diet. The application of Project Method is followed by the teacher of the Hobart School, that is the girls learn their chemistry or relative value of foods as they need it in practical work they do in the school laboratory. The work that the girls do is very much enjoyed, probably because of the many good things they are able to make and then eat. They are very popular with the other students especially when they make candy and carry it upstairs. This year the girls tried many new recipes sent to them by Mr. Hoover.

At the beginning of our High School course Miss Borger was at the head of the Domestic Science Department, but when we were Juniors Miss Malone took up the work. Of course by this time we were no longer working in the kitchen. At the end of the first half of our Senior year Miss Helen Smith was installed as teacher, Miss Malone taking up other work in the High School. All of these teachers were patient and helped the girls very much, and they won many friends among the students. We wish to thank them for their kindness and friendship through our High School Career.

—Evelyn M. Fredrick.



WM. FOREMAN
Engineer
"Uncle Bill"



ON A COLD COALLESS DAY. 1918

MATHEMATICS



MATHEMATICS is one of the most important subjects in the curriculum of High School work. Many students taking this course have little knowledge concerning the origin and history of Algebra and Geometry, the two branches of mathematics studied. Having a knowledge concerning the origin and history of these things makes them more interesting and therefore less difficult.

The name Algebra is derived from the title of the Arabic work by Al-Khowarazme, "Ilm aljabr wal mutqabalah", meaning the science of disintegration and equation. The title appeared hereafter in various forms as, "ludas algebrae almugrabalaequ" and "aljiebar" and "almachabel", but the abbreviation "algebra" was finally adopted.

The oldest known manuscript in which Algebra is treated is that of Ahmes, the Egyptian scribe, who about 1700 B. C., copied a treatise dating from perhaps 2500 B. C. Many noted men tried to work out the science but only accomplished a fractional part of the work. Among them were Euclid, Diophantes of Alexandria and Aryabhatta.

In 800 B. C., Al-Khowarazme wrote concerning it. Then it was taken up by the Italian algebraists of the sixteenth century. The honor of their success belongs to Tartaglia. The Frenchman, Vieta introduced the use of letters to represent unknown quantities. Descartes successfully applied Algebra to Geometry and received attention from learned mathematicians of his time. Later additions to the science as substitution, groups and the modern method of treating the equation.

The word Geometry comes from the Greek "ge metron" meaning earth measure. The Latin word was "geometrie" then "geometria" and was finally given the form "geometry".

Geometry was developed by the ancients, especially by the Greeks, to a high degree. The word Geometry signifies land measure, and Herodates attributes the origin of the science to the necessity of surveying the Egyptian fields after each inundation of the Nile and also to the plan of taxation which required a survey of the land. Proclus also confirms the Egyptian origin of Geometry by saying that Thales introduced this art from that country into Greece.

Pythagoras formulated deductive Geometry and discovered many important propositions. Plato, Euclid, and Aristotle improved the propositions already discovered and also many geometric definitions. Euclid's "Elements" have, for over two thousand years, formed the base of elementary instruction in Geometry wherever it has been taught. His books are used in the schools of England and her colonies but in most countries a more modern treatment is given this subject.

For the conic sections we are indebted to Archimedes. The renowned interest in science, growing out of the Renaissance inspired the investigation

of Euclid's assumptions. Lobatchevsky and Bolyai were the first to construct a geometry independent of Euclid.

Without questioning the validity of Euclidian Geometry, there have grown out of it in modern times two great systems, analytic and synthetic Geometry. The analytical system is employed in the course taken in the High School.

—Dora Owens.

MANUAL TRAINING AND MECHANICAL DRAWING



TO HAVE a modern school it is necessary to install a Manual Training Department. This proposition was considered several years ago and the result of the advice of the superintendent is that we now have a shop completely equipped.

We began our instruction under Mr. Quigley, who was a very efficient teacher. We were taught by him, first how to handle the tools, then to sharpen the tools, next we were sent to work upon our first piece, "A bench hook". When that was finished every one of us felt *puffed* up and it took some time until we got to normal size. Under Mr. Quigley's guidance we finished our first year successfully.

Next to our vision was brought Mr. A. G. Epps, who hailed from "Merry England". Thus we began our second year and we entered upon advanced work. Under Mr. Epps' cheerful and jolly disposition and efficient training we made splendid progress and by the end of that year we turned out library tables, buffets, pedestals, porch swings, and numerous smaller articles which were placed in the homes of those who made them. These pieces were highly praised by our parents and friends, an enthusiastic tribute paid to the ability of Mr. Epps as an instructor. After three years of service Mr. Epps left Hobart High to accept a position at Grand Rapids, Michigan.

Mr. Baker came to our school this year, but after a brief time was called to the Colors and Mr. LaRue has taken his place as instructor in Manual Training.

Included with the Manual Training course was Mechanical Drawing; this was very useful and necessary to the successful pursuit of Manual Training; because we thus learned to work from blue prints and how to make the article of furniture from the drawing. We were required to draw plans for different projects and then execute the plans in the shop.

During our course in Manual Training we have acquired much useful information and although some times while working at the bench we would get our trousers soiled and wilt our collars, or scratch our hands, we feel that we have been doubly repaid for it. The boys have enjoyed it and will look back with satisfaction to those happy days spent in the Manual Training shop and Drawing room of Hobart High.

—Hosea A. Bayor, '18.

WORK OF THE MANUAL TRAINING CLASS



CLASS PROPHECY



S I lay on the island of the "Ukelele," Honolulu, enjoying the cool breezes, watching the bathers take their daily plunge in the warm waters and listening to the beautiful, enchanting music of the Hawaiians, I dosed into a sweet sleep. I felt myself going back, back,—but where I knew not, though with the sense of pleasant anticipation. All at once as if a missile had been sent through the air, something brought back the memories of my dear old school days in Hobart High, of my classmates, of my youth, and of my native home. I wished for the time when I would see it all again. Arousing myself, as from a dream, I returned to my room at once and prepared to make the journey home.

Only three days after I had come to my decision I was on my way, sailing out the harbor, bound for San Francisco. Never before had such a journey seemed so long and tiresome, so great was my anticipation. At last I entered the harbor of San Francisco, looked up trains, and purchased my ticket.

As I was walking down the street of the city, my eye was attracted by a large, artistic looking building. On further inquiry I found it to be a large conservatory of music and dramatic art. The name, "Professor Hosea Bayor, Renowned Violinist and Teacher of Music," attracted my attention at once. Wishing very much to see and have a talk with him, I entered the building and was lead to his private office. It was my same old classmate only that he had a more dignified look, long hair and a Van Dyke beard.

We talked of our old times back in school and on inquiring of Hosea where the members of our class were living, he informed me that Evelyn Fredrick held a very important position as head of one of the largest schools for girls there in the city. When I expressed the desire to see her, Hosea said he would accompany me. Outside the city, on a high cliff surrounded by a beautiful campus covering many acres, we found the buildings of the school which were large and pretentious. Evelyn met us in her charming manner and we spent the time recalling pleasant old memories. After a pleasant hour together we said good-bye.

That evening I left San Francisco for Chicago. During the trip I was happy in finding two of my classmates so prosperous and happy.

When I arrived at Chicago I thought of Dora Owens, knowing she had always lived there. I decided to call her up. It was very difficult to convince her I was her old classmate, "Jiggs". She told me that she was playing in the leading opera that evening. She said for me to call after the opera and we would have a chat. I was present at the opera and discovered that Dora had made a great success in grand opera.

Upon arriving at Hobart, I met John Martin. He was on his way to Gary and told me that he was Master Chemist for the Steel Mills. That

was no surprise to me because everyone knew John would make good in his favorite occupation. He told me that Thelma Fetterer had married an army officer of the United States Army a few weeks before.

Then came the thought of Mary Gearhart, our "Editor-in-Chief". Remembering Mary to have a great liking for the farm, I was not at all surprised that she was the owner of one of the largest farms in the State. Her farm products had taken the prizes many times at the "State Fair".

Wondering very much what had become of Lolita Smith, or "Pokey," our joke editor, John told me she had eloped with the son of a wealthy steel magnate, that they had been quietly married and were living in New York City. Her husband had his office there.

Upon asking for Esther Nelson, the treasurer of our class, I was told that she held a very important position in the Civil Service Department of the United States and spent most of her time at the capitol. As everyone knew, Esther would make good in whatever she undertook, this was not at all surprising.

I found Grace Murray, the secretary of our class was still a secretary, but now the private secretary of the Governor of Indiana.

Florence Pio Sordelet was always small as to size but not so as to deeds. During the war, Florence enlisted as a Red Cross nurse, "Over There," and served her cause well. Upon her return she had organized a great hospital in New York City which now made her very famous.

Ruby Skaggs had been given a very important position in the University of Indiana as teacher of Physics and had solved many valuable problems by her experiments.

One day while strolling along old familiar haunts, I chanced to meet Margaret Tabbert who was at that time on a few weeks vacation from the South. She was now sole owner of a large department store in Montgomery, Alabama. She was good for a needed rest, for she had worked hard to build up her immense business. As we were both out for a walk we strolled out to the aristocratic residence section of the time, what we had called Hobart Park Addition.

Everything was much changed; wide streets and sidewalks and shade trees on both sides of the street, and on the tracks new cars were running instead of the "Cucumber" of old. To my utmost astonishment, there were houses everywhere, beautiful, palatial homes. One especially pleased us because of its individuality and upon inquiry we found it to be the home of Vera Barnes, wife of one of the richest men of the city. We at once went to the house and were greeted by a smart French maid, who received our cards.

We heard footsteps on the stairs and rustle of skirts and when we looked up Vera appeared as sweet as ever. As she came forward, there was a crash as if a heavy door had blown shut. I jumped, looked around in a dazed manner and found myself still on the sea shore, with the scenes of my happy dreams still fresh in my memory.

—Ralph Melin, '18.

CLASS HISTORY



HE Senior Class of 1918 entered High School in the Town of Hobart, County of Lake, State of Indiana, U. S. A., September 8, 1914. It chose this year for its birth as 1914 will long be remembered in the History of the World, the beginning of the World War. The cheerful disposition of the class immediately won and kept the friendship of the Faculty. The first year of its life was spent in real conscientious study without a thought of shirking.

Step by step the class was striving upward and at one year of age it entered the Sophomore Class. In this year it "cut its teeth" on the figures of Plane Geometry and in this manner another year of its happy life was spent.

Now the third year of its life was reached. Many of the members at this time took up the Commercial course. At the end of this year it gave a banquet to the Seniors and the Faculty, which was one of the most brilliant affairs of the past years.

Finally, it entered the last year of its short life and then assumed the dignity and reserve fitting to the Senior Class. Its chief aim now was to publish a book which would enumerate its most noted events, encourage the hearts of the lower classmen, and also to bring back bright memories to those who have gone before into the happy beyond.

It departed its short life May 24, 1918, at the age of four years, two months and five days. It is deeply mourned and missed by its nearest of kin, the care-free Juniors, and by its worthy protectors and guardians, the Faculty. It is also mourned by its more distant relatives, the noisy Sophs and the wee green Freshies.

The class will long be remembered by its survivors, for its brilliant work and love for study, also for the parties given by it in the H. H. S.

The funeral services were held at the High School Auditorium on Friday Evening, May 24, 1918, E. M. Linton, Ph. D., officiating. The High School Chorus rendered several appropriate selections.

"It is gone,
And all our tears can not bring it back,
Therefore we weep."

—Esther Nelson, '18.





REDA



"WHEN WE WERE KIDS"



OUR HEIRS



"WATER'S FINE"



APRIL 2ND



IRENE - MRYTLE



"TEACHER"



LILLIAN - MARGERAT



"SALEM"



JUNIOR A's AND SENIOR B's

From left to right, top row—Willard Dorman, Grace Smalley, Martha Mackey,
Leonard Nelson, Wilma Cullman, Emma Carstensen
Bottom row—Dorothy Wood, Anna Hideon, Viola Puettjer, Alice MacIver



SOPHOMORES AND JUNIORS

From left to right, top row—Ava Tolle, Mary Maybaum, Raymond Kostbade, Helen Linkhart, Esther Boldt
Middle row—George Gill, Frieda Ewigleben, Margaret Gerber, Edward Wollenberg
Bottom row—Irene Carlton, Robert Frank, Gretchen Shore



SOPHOMORES

From left to right, top row—Raphael Pierson, Elmer Wetterlund, Mildred Wild, Dorothy Blaemire, Lois Gross, Harry Hawke, Gladys Humes
Bottom row—Selma Hideen, Florence Larson, Edna Wischman, Lillian Canavan



FRESHMAN A's

From left to right, top row—Martin Friedrich, Frieda Stark, Edgar Fetterer, Mary Ward, Franklin Rodd

Middle row—Helen Grosse, Walter Isakson, May Jeffery, Maurice Clay, Leonora Hill

Bottom row—Grace Nelson, Rita Jordan, Dorothea Crisman, Alice Paine, Myrtle Scharbach, Lillian Frondorf



FRESHMAN B's

From left to right, top row—Ira Keppel, Clinton Cavender, Herbert Carlson, Hugo Zobjeck

Middle row—Gideon Carlson, Flossie Auton, Edward Scheidt, Edna Johnson
Bottom row—Ida MacIver, Marian Wood, Violet Croan, Jessie Owen, Ethel Carlson

ON THE NIGHT OF THE THIRTEENTH OF MAY



T WAS a fine spring morning and a group of girls from the boarding school were on a hike. They had gone about three miles when they came to a gypsy camp. Most of the girls were frightened but Bess and Mary wanted to go and see what it was like.

An old woman came from one of the tents and begged to tell their fortunes, all the girls were afraid but Bess. Bess did not believe in this but she was curious and followed the woman back after telling the others to wait for her. The old woman told her name, many things she had done in her past life and of the man to whom she was engaged.

Bess was leaving when the old woman looked at her cards again and said, "Watch for the night of the thirteenth of May, for there will be an attempt made to rob the school." Bess was very much alarmed but did not tell the others.

On the evening of the thirteenth of May, the Seniors were in the drawing room when some of the girls said, "Play for us so we can dance, won't you, Bess?" Bess went to the piano, slipped off her diamond and other ring, put them on top of the piano then sat down to play.

They danced until ten o'clock, when the "lights out" bell rang and the girls hastily departed to their rooms. Bess had been asleep for some time when she awakened and suddenly remembered that she had left her rings down stairs. She jumped up and crept down to the drawing room.

She could not find the button to turn on the lights, but in the dark crossed the room, near the piano she stumbled and knocked over a chair. She waited breathlessly to see if anyone had been awakened. She was startled by a noise at the other end of the hall, and it came to her that this was the thirteenth of May and the burglar had come. She quickly got her rings and ran in the direction of the noise. She thought it came from the library. Here she found the light and turned it on but no one was there, then she turned them off for some one was following her. She leaned against the wall and in doing so touched a gong which made a loud noise. Screams were heard from the upper rooms and doors were slammed. The gong frightened Bess and she began running again for there was Mary following her. She was near the office and stopped for some one was in there. Bess quickly turned on the lights and there by the desk was the principal.

"Oh! where is the burglar?" said Bess. "Yes, where is the burglar?" continued a chorus of sleepy voices in the doorway and all the girls were soon in the room. Bess told them what the gypsy had said and that she had come down to get her rings and had heard a burglar come in.

"But Bess, what was the noise in the drawing room?" asked the principal.

"Why, I knocked over a chair, that's all."

"And what made the gong go off?" asked a little freshman girl.

"I guess I did, but I was too frightened to notice what I did. Oh! isn't it funny?" said Bess, and she began laughing. Just think, I was chasing Miss Black, for I thought she was a burglar and you were running after me!

—*Rubye M. Skaggs.*



SENIOR BABIES



SENIOR GIRLS



"HOSEA"



POLLY



OUR FREAK



"OH YOU LETTER" GRACE + VERA



HEAVENLY TWINS



A ROSE AMONG THORNS



READY FOR A SLIDE

LETTERS

Grand Rapids, Michigan
March 28, 1918.

Seniors of Nineteen Eighteen:

As I pause to think of what I could write that would be acceptable to your editorial staff to reserve space in your most estimable Annual, I cannot help but note that it is but four short years ago since I had the pleasure of being introduced to you.

For three years I had the honor of your association. I look back to the many incidents that made up your school life, I am sure you agree with me when I say that after all our subjects were not a drudge, the system was broad, the privileges many, and the little salt that we did have was right in amount to make the seasoning delightfully pleasing.

On the other hand, another picture crosses my mind—one that at this time cannot be blotted out, one that we dare not forget, and one that as an associate of yours, I would be very unpatriotic not to mention. If I am to have the honor of saying a few words to the Hobart High School Alumni who have offered and given their all so that the world remain safe for democracy, I must say that we are now beginning to picture what these last four weary years have been for the millions of our brothers who have been the while struggling for and against, shall I say, a handful of men who have conspired together to rule the earth.

Since you entered High School, Kings have lost their thrones, nations have lost their countries and the whole world is on a rampage of destruction. One by one the nations were dragged into the maelstrom of war which at first had the aspect of a mad, insane war, but as the time passed by we found that it was a sane war, a war with a humane purpose, a war to set the world free from the aspirations of the autocrat and would-be world dictator.

We passed through the period where our worthy President found that patience can cease to be a virtue and just twelve months ago he declared a state of war to exist between the United States and the Imperial German Government. What this meant we did not all see at first. As the stars make their appearance one by one in the evening sky so the gravity of the situation settled down upon us. One star appearing on our horizon, told us the night had set in.

Now we are all proud to think of how our boys heard and responded to their country's call. I am further proud and feel honored to be affiliated with the alumni who have answered this call and may God in his bountiful mercy protect them. To do homage to all, I must mention that the fortunes of war in their dreaded form have visited Hobart and may our sympathies be with the bereaved. The dead have not given their lives in vain.

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I am glad you afforded me this opportunity to again be represented in your Annual.

Thanking you one and all and wishing you every success,

Cordially yours,

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Tampa, Fla., April 10, 1918.

Dear Classmates:—

As you all know, I am in Florida. This being my first trip to the "Sunny South", I have been very much pleased

Camp Cody, April 18, 1918.

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The cantonment at which I am stationed is in the southern part of New Mexico, about thirty miles from the Mexican border. It is located in a valley between the foothills of the black range and about four thousand feet above sea level. The only vegetation is sage brush, cactus, and yucca plants. Otherwise all is a barren desert, the sand blending well with the khaki colored uniforms of the soldiers.

The climate down here is ideal. The air is very clear, the sun hot during the day but the nights extremely cool. We have the purest of drinking water but one never sees any water above the surface, even the river beds are dry and it scarcely ever rains. The only river nearby flows beneath the surface of the earth before reaching this place and later again rises to the surface.

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Our home is just one mile from the Hillsborough River. Here one can find some grand sceneries. There are large live oak trees and palms on both sides of the banks. The giant oaks are heavily laden with streamers of Spanish moss. The undergrowth consists of Palmettos, large vines and many different kinds of flowering shrubs, the whole forming a perfect jungle. Surely this would be a grand sight for any Northerner who has never seen the like. Oh what a grand time we would have if we were all in boats, rowing leisurely up and down the river. I hope that some day I may have the pleasure of seeing you all in the "Sunny South" and showing you a good time. Wishing my classmates every possible success in the future, I remain,

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Although we enjoy our work and are happy to do all we can to serve our country, yet no one will look forward

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Miss Portmess—it would please me if you did a little more outside reading.

Mr. LaRue—Don't say you cawn't get up and try.

Miss Gilliland—It's your turn to fix the "Hermes".

Miss Smith—Don't look at your keys.

CREDITLESS COURSES GIVEN AT HOBART HIGH SCHOOL

Course	Instructor
Nobookscience	Hosea Bayor
Argumentive Power	Wilma Cullman
Howtobeapoet	Mary Gearhart
Some Funny Noises	Emma Carstensen
Shortology	Florence Pio Sordelet
Giggleology	Lolita Smith
Bluffotomy	Ralph Melin
The folly of tardiness	Margaret Tabbert
How to recite Chemistry Lessons (out of your book, results guaranteed in five days)	Dora Owens
Lovers Rights	Thelma Fetterer
Ruffhouseology	Leonard Nelson
Crazyometry	Viola Puettjer
Blushology	Vera Barnes
Modestometry	Grace Murray
Smearchemistry	Esther Nelson
Happyometry	Ira Keppel
The Necessity of Bright Heads	Ray Kostbade
Quietology	Alice McIver
Howtogetthin	Ruby Skaggs
Hehehehahahaology	Martha Mackey
Howtobeastrongman	John Martin
Guessometry	Mary Maybaum
Theory of Teaching	Evelyn Fredrick

—Dora Owens, '18



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Miss McLinn—Take your tone, please.

Miss Portmess—It would please me if you did a little more outside reading.

Mr. LaRue—Don't say you cawn't get up and try.

Miss Gilliland—It's your turn to fix the "Hermes".

Miss Smith—Don't look at your keys.

CREDITLESS COURSES GIVEN AT HOBART HIGH SCHOOL

Course	Instructor
Nobokscience	Hosea Bayor
Argumentive Power	Wilma Cullman
Howtobea poet	Mary Gearhart
Some Funny Noises	Emma Carstensen
Shortology	Florence Pio Sordelet
Giggleology	Lolita Smith
Bluffotomy	Ralph Melin
The folly of tardiness	Margaret Tabbert
How to recite Chemistry Lessons (out of your book, results guaranteed in five days)	Dora Owens
Lovers Rights	Thelma Fetterer
Ruffhouseology	Leonard Nelson
Crazyometry	Viola Puettjer
Blushology	Vera Barnes
Modestometry	Grace Murray
Smearchemistry	Esther Nelson
Happyometry	Ira Keppel
The Necessity of Bright Heads	Ray Kostbade
Quietology	Alice McIver
Howtogetthin	Ruby Skaggs
Hehehehahahaology	Martha Mackey
Howtobeastrongman	John Martin
Guessometry	Mary Maybaum
Theory of Teaching	Evelyn Fredrick

—Dora Owens, '18

CALENDAR

SEPTEMBER

- Please do not be offended,
If this rhyming does not suit.
For I pray you all remember,
That I'm just a raw recruit.
5—The day was bright and everyone
Seemed happy as could be,
For work today had just begun
For us and the faculty.
8—These reasons ought to vindicate
Our old time "Pig tail day",
We only wished to celebrate
And not to go astray.
10—We had a big class meeting
To elect our officers,
Who will work upon the Annual,
And—there will be no loiterers.
18—Who said "Hay Rack Party"?
We Seniors, of course.
Together with last year's ones
We went—and came back hoarse.
19—In answer to a telegram,
Mr. Baker left us today;
'Twas in answer to "Uncle Sam",
Whose call he must obey!

OCTOBER

- 10—There was great excitement
On the Junior side the fence;
Their rings and pins arrived today,
And ended their suspense.
11—We took the train for Valpo,
Ready for heaps of fun;
Laura, who entertained us,
Bade us adieu at half past one!
13—At work in the laboratory,
Is a figure most forlorn;
Who at the wrong moment,
Took a whiff of chlorine.
31—'Twas all Hallowe'en's eve,
And all through the school,
There was mischief afoot,
That did others overrule.
Books could not be found
Until after long search,
But order regained
Soon went back to his perch.

NOVEMBER

- 13—Little black figures,
On temples betray,

The characteristics

Of beauty spot day.

- 14—H₂S was generating,
With the usual amount of smell,
In the dear old laboratory,
When the Seniors heard the bell,
They rushed up to the classroom,
The result you can foretell,
The halls were full of odors
From that open citadel.
15—The Freshmen had a party
Which they called "Hard Times",
The whole school was invited
And entertained with pantomimes.
20—"Now, this element has two hands",
Quote Mr. Worthington,
"With which it holds two others".
The Seniors, one by one,
Showed signs of intelligence,
But as he went on they discovered
'Twas only the theory of valence.
16—She came with a brand new pencil,
Direct from the "ten cent store",
But the Seniors got so excited,
That she wont do it any more.

DECEMBER

- 3—There is an anxious look
On each little infant face,
Report cards are due today,
And—well 70's a disgrace.
4—Art exhibits are very nice
In their many different ways,
But deliver me from H. H. S.
When the infants practice plays.
7—There is great dissension in camp,
Decisions a thing of the past,
But 'class colors must be chosen,
So we settled down at last.
O'er the troubled waters,
The dove of peace appears,
Blue and gold are chosen,
Among exultant cheers.
7—How appropriate, how fitting,
Was heard on every side;
"Truth Conquers", what better motto,
A bunch like us to guide?
10—The girls bring in the candy,
With an eye for No. 1;
For the soldiers who receive it,
Will soon get answers done.

- 12—Silently one by one,
In the infinite realms of the office,
Filed "The Redoubtable Seniors",
To repent for their offense.
24—Vacation!

JANUARY

- 1—Vacation! The word causes a thrill,
Only when future is meant,
On Jaunary 1, it loses its charm
For our little firmament.
2—Mr. Thompson kindly asked
That two Seniors substitute,
And try their powers at teaching,
For he knew they were astute.
18—To catch unwary Seniors,
The state sent out a test,
That we were sharks at spelling,
You may hear with interest.
20—Three grand weeks of vacation,
On account of the absence of
"Coal".
We ought to invite that student,
To go home on parole.

FEBRUARY

- 11—Back again and to our sorrow,
They have gotten something new,
After this, on Saturdays,
We will our work renew.
14—Fashioned out on old scrap paper,
With an eye for decorations,
From the little "box" they got them,
With delighted exclamations.
25—Into the sanctum
Of the elders,
Came the clatter
Of falling chairs.
They soon discovered
That no one was dead,
But Margaret had fallen
And hurt her head.
22—Washington's birthday,
What better occasion,
To rouse patriotism
Against the Hun's invasions?

MARCH

- 5—The Seniors are leaving,
Sound forth the sad alarm,
But calm! They're getting pictures
For that Annual of "ourn".
10—We had a queer experiment
In the "lab" the other day,
We generated CO faster,
Than we could carry it away.
19—Did you see that Senior play?

Well, you missed something great!
These boys and girls have art,
That you should appreciate.

APRIL

- 15—"Tis "dyeing day" in Chemistry,
But no one seems so sad,
For when you try it once,
It's fun and not half bad.
19—Nine rabs for Hobart,
It's all O. K.
Dora got second,
In Gary, today.
Hosea, our orator,
Got sixth in the test.
Who says "purple and gold"
Can't be classed with the best?
25—Mr. Anderson came from Valpo,
To give us an oration,
On the value and the use
Of a good education.

THINGS WORTH KNOWING

- Evelyn's ability to teach.
Mary's sweet disposition.
Grace's brown eyes.
Hosea's love of argument.
Esther's friendly ways.
John's knowledge of chemistry.
Dora's dramatic abilities.
Ruby's sunny smile.
Thelma's stack of letters.
Florence's artistic gifts.
Ralph's methods of surmounting difficulties.
Margaret's golden hair.
Lolita's chances for becoming first woman president.
Vera's graceful dancing.

WHAT WOULD HAPPEN IF:—

- Thelma didn't get a letter,
Lolita forgot mirrors existed,
Esther was without her lessons,
Florence was without a smile,
Ralph was bashful,
To Dora if powder was explosive,
Hosea stopping arguing,
Ruby would grow tall and thin,
Margaret forgot to giggle,
John flunked in chemistry,
Grace couldn't dance,
Mary didn't teach school,
Vera didn't write to a soldier,
Evelyn couldn't rave,
The faculty said, "Do just anything you please"?

ALUMNI

<p style="text-align: center;">1889</p> <p>*Carrie Banks</p> <p style="text-align: center;">1891</p> <p>Grace (Rifenburg) Conroy</p> <p>*Mamie Jory</p> <p>William Portmess</p> <p style="text-align: center;">1892</p> <p>L. Victor Seydel</p> <p>Menta (Mander) Williamson</p> <p>Emily (Ammerman) Alexander</p> <p>Arthur Roper</p> <p>Mary (Gordon) Ballantyne</p> <p style="text-align: center;">1893</p> <p>*Howard Gordon</p> <p>*Agnes (Fieste) Barnes</p> <p style="text-align: center;">1894</p> <p>*Ida Lutz</p> <p>Mamie Hancock</p> <p>Thomas Roper</p> <p>Hattie (Belt) Wellock</p> <p style="text-align: center;">1895</p> <p>Amanda (Triesbess) Robinson</p> <p>Edward Harney</p> <p>*Hugh Thompson</p> <p>Arthur Cook</p> <p>Floyd Bayor</p> <p>Robert Roper</p> <p style="text-align: center;">1896</p> <p>Pearle (Banks) Lutz</p> <p>Clara (Peterson) Foss</p> <p>*Edwin Gordon</p> <p>Pearl (Kent) Beltzhoover</p> <p style="text-align: center;">1897</p> <p>Mary Portmess</p> <p>Daisy (Lambert) Bullock</p> <p>Norma (Scholler) Samuelson</p> <p>Laura (Nitchman) Keyes</p> <p>Ruth Portmess</p> <p>Mary (Roper) Strong</p> <p style="text-align: center;">1898</p> <p>May Cheney</p> <p>Teckla (Anderson) Ceander</p> <p>Luther Roper</p> <p style="text-align: center;">1899</p> <p>Bliss (Roper) Newman</p> <p>Martha (Harrison) Brown</p> <p>Myrtle (Banks) Iddings</p> <p>Charles Blank</p> <p style="text-align: center;">1900</p> <p>Lillian (Blank) Baker</p> <p>John Johnson</p> <p>Laura (Johnson) Irish</p> <p>Jennie (Crocket) Irwin</p> <p>Joseph Mundell</p> <p>Clara Peterson</p> <p>Charlotte (Roper) Young</p> <p>*Bernard Peterson</p> <p>Dora (Stauffer) Halstead</p> <p>Esther (Blank) Meyers</p>	<p style="text-align: center;">1901</p> <p>Joseph Johnson</p> <p>Mabel (Rowe) Butler</p> <p>Bessie (Banks) Idle</p> <p>Albin Hazelgreen</p> <p>Ella (Nelson) Carlson</p> <p>Anna (Michelsen) Morton</p> <p>William Crockett</p> <p style="text-align: center;">1902</p> <p>Vieva Scoffern</p> <p>Dwight Mackey</p> <p>Arthur Carnduff</p> <p>Esther (Nelson) Williams</p> <p>Philip Roper</p> <p>Elvira (Larson) Ewing</p> <p>Ruth (Bullock) Mackey</p> <p style="text-align: center;">1903</p> <p>Alla (Rhodes) Carnduff</p> <p>Nettie (Londenburg) Dawson</p> <p style="text-align: center;">1904</p> <p>Lena Michelsen</p> <p>Anne (Fleck) Ingram</p> <p>Sena Borger</p> <p>Cora (Ragen) Maybaum</p> <p>Blanche Quinnell</p> <p>Bessie Hayward</p> <p>Howard Carlson</p> <p>Harte Mundell</p> <p>Frank Reissig</p> <p>William Warchus</p> <p>Ellen Malone</p> <p>Cora (Saxton) Papke</p> <p>Paulina (Marquardt) Newman</p> <p style="text-align: center;">1905</p> <p>Floyd Saxton</p> <p>Elsa Wettenge</p> <p>Agnes (Carnduff) Knappenberger</p> <p>Gilbert Bullock</p> <p>Marie Johnson</p> <p>Beatrice Quinnell</p> <p>Charles L. Jahnke</p> <p>Oliver Bullock</p> <p>Floyd Scholler</p> <p>Clara Fleck</p> <p>Edna (Mundell) Troehler</p> <p>William Killigrew</p> <p>Harry Parker</p> <p style="text-align: center;">1906</p> <p>Olga (Neef) Bullock</p> <p>Eva (Deutsche) Fulton</p> <p>William Sholl</p> <p>Ruth (Boal) Bishop</p> <p>Jennie (Carlson) Quackenbush</p> <p>Laura (Reissig) Bracken</p> <p>Henrietta (Gibson) Groves</p> <p>Gladys (Henderson) Parker</p> <p>Laura Lennertz</p> <p style="text-align: center;">1907</p> <p>*Howard Halstead</p> <p>Genevieve Gibson</p> <p>Agnes Williams</p>
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Lily (Jahnke) Milling
Lea (Scholler) Oaks
Amanda (Bullock) Carr
Eunice Roper
*Eric Carlson
Cecil Peterson
Esther Boal
Eva (Odell) Diedle
Ethel (Frank) Holcomb
Beatrice Drew
Alice Mundell
Lucy Mander
Kathleen (Killigrew) Hake
Floyd Banks

1908

Thomas Michelsen
Julia (Fleck) Griffin
Ralph Wood
Hazel (Lewis) Myrick
Florence (Banks) Naumann
Gertrude (Sweetig) Reeder
Viola Wall
Nettie Kraft
Alice Struebing
William Marquardt
Edna (Carpenter) Covalt
Julia (Peterson) Moberg
Martha (Heck) Rupp
Lillian (Rossow) Hasselbar
Gladys (Mackey) Woods

1909

Henrietta Harms
Emily Bracken
Deering Melin
Lenna L. Peddicord
*Theressa G. (Butts) Halliday
Fred W. Frank
Helen Mackey
Gladys P. (East) Spry
Lizzie Klausen
Lillie (Rose) Scholler
Hattie C. Papke
Margaret (Bullock) Killigrew

1910

Bessie Banks
*Royal Morton
George Tabbert
Ellwyn (Roper) Peddicord
Lyda (Traeger) Ingram
John Killigrew
Ethel (Crockett) Hickman
William Traeger
Mildred (Neef) Scott
Henry Haims
Edna (Seydel) Tree
Edna Traeger
George Tree
Margaret Boldt
Beth Swanson

1911

Margaret Swanson
Issa (Bullock) Jeffries
Emma Gruel
Herbert Hartnup
Alice Larson
Rose (Phillips) Stevens
Carl Lenneitz
Almaida (Johnson) Taylor
Bertha Kraft

Paul Bruebach
Cora (Demmon) Hack
Elsie Rose
Hugo Fifeld
Matilda Harms
Edna Borger
Fred Weaver
Alvina (Krausse) Killigrew

1912

Doris (White) Inscho
Benjamin Smith
Ruth (Johnson) Thompson
Edith M. Chase
Leon Killigrew
Hazel (Halsted) Findling
Minnie H. Traeger
Arthur Johnson
Katherine Ramenstein
Mabel E. Traeger
Harold E. Tabbert
Hazel Strom
Lawrence C. Traeger, Jr.
Ella (Londenburg) Rowe
John C. Fleck
Cecil (Martin) Sensenbaugh
Leroy Ramenstein
Bliss (Shearer) Emery
Gordon Price
Clara B. Mayhak
William A. Fleck

1913

Ruth (Thompson) Douglas
Ralph G. Banks
Fred W. Rose
Lightner G. Wilson
Gladys A. Maxwell
Edith E. Ream
*Forrest Crisman
Bertha C. Busse
Ralph Kraft
Olive E. Wood
Walfred L. Carlson

1914

Ruth Smith
George White
Loretta Malone
Hazel (Stevens) Hill
Alice (Sarver) Melin
Edna Scheidt
Dorothy (Thomas) Bloxham
Mayme (Barnes) Davis
Everett Newman
Ethel Halsted

1915

Elnora Carlson
Marie Scheidt
Agnes (Lennertz) Parrish
Helen Smith
Helen Rose
Bess Johnson
Bessie Ols
Lyda Fulton
Mary Thompson
Frieda Nagel

1916

Isabel White
Gladys E. Snyder
*Phillip Waldeck

Thersia C. Chester
George Raymond Wood
Jennie C. Chester
Harry Carlson
Florence Strom
Howard Redding
Lillian Keilman
Myrtle (Wild) Krull
Myrtle (Nelson) Sitzensteinstock
Mildred Tabbert
Lola B. Barnes
Pearl Ols
Mabel Fulton

1917

William Wollenberg
Wynne W. Thompson
Geneva M. Gill
Clara M. Linkhart
Helen M. Wild
Algot V. Nelson
Elsa L. Gruel
Grace F. Henderson
F. Gladys Flynn
Ruth Miller
Ella B. Rossow
*Deceased.

In Memoriam

Eric Carlson, 1907

JOKES



Dora—"He enjoyed literary fame for a year but then that went up too."

—X—

"Is she modest?"

"Modest? Why, she can't even watch a billiard game."

"What's the reason?"

"She blushes every time the balls kiss."

—X—

"Every time the baby looks into my face he smiles."

"Well", answered his wife, "It may not be exactly polite, but it shows he has a sense of humor."

—X—

Mary had a little lamp,
It was well trained, no doubt,
For every time a fellow called,
The little lamp went out.

—X—

"They had four bath rooms in their new home, and—"

"Why,—gol-ram-it—there ain't four Saturday nights in one week!" astoundingly exclaimed Jason Greenshaw.

—X—

Senior—(on the first day of the term)
—"I wonder why the rooms are so hot today?"

Senior 2—"Maybe to dry out the green Freshman."

—X—

Mr. Worthington—"When is a substance said to be saturated?"

Florence P.—"When it has as much as it can hold."

—X—

Martha—(in study period)—"Somebody's lunch is in this desk and it doesn't smell a bit good."

Mr. Thompson—"If you were away from home and hadn't heard from your folks you'd say, 'Write me a letter', wouldn't you, Hosea?"

Hosea—"I wouldn't, I'd say, 'Answer soon'."

—X—

Mr. Thompson—"What is the masculine line of witch?"

Vera—"Hag."

—X—

Mr. Worthington—"What is a spectrum?"

Dora—"Something to see."

—X—

A Seventh grader gets permission to look for a book about dates. (She's beginning young).

—X—

Mr. Thompson—"How much English blood would be left by the second generation?"

Ralph—"One-third."

—X—

Mr. LaRue—"What is the definition for a line."

Emma—"A line is a series of continuous dots."

—X—

Mr. Thompson—"Is that a part of the marriage ceremony?"

Mary G.—(Looking innocent)—"I don't know."

—X—

Mr. Thompson informs us that the first sentence of the Declaration of Independence would do for a paper weight.

—X—

Dora—"The parson went about on his feet."

—X—

Miss Roe—(in Shorthand)—"To write distinguishable, put a bell on it."



Mr. Thompson—"He wasn't a Southerner, was he?"

Hosea—"No, he was a school teacher."

—X—

Mary G.—"Does ammonia eat?"

Esther—"No, it swallows."

—X—

Mr. Worthington—"Evelyn, will you throw up a window, please?"

—X—

Grace M.—"This Carbon Disulphide smells like a Gary street car."

—X—

Evelyn F. tells Ralph to run up a shade.

—X—

Mr. LaRue—"Cancel the pie."

Grace M.—"Well, there shouldn't be any pie in it."



SIGNS AND OMENS

1. To see the father of your girl approaching with anger in his eye, and a heavy cane in his right hand is a sign that you are going to travel.
2. To be hit on the head with a brick is a sign of bad luck.
3. To lose a leg in a railroad accident is a sign you will be crippled for life.
4. To throw a stone at a skunk is a sign you are going to have a new suit of clothes.
5. To dream of a monster with seven eyes, a tongue of fire, a forked tail, and a double-barreled head is a sign that you ate a dish of pig's feet, a mince pie, and a plate of strawberry sherbet before retiring.



Thelma—(trying to pronounce a big word)—"Gee, I have to twist my tongue around my eye tooth to say it."

—X—

Mr. Worthington—"What is the best physical property of Nitrogen? You know it resembles some men."

Florence—"Oh! It's combustible."

—X—

Mr. Thompson—"Evelyn, what do you want?"

Ralph—"Physiology."

—X—

Esther N.—(reading Shorthand)—"I know the horse to be a very gentle character." (creature).

—X—

Red—"Say, Bert, did you see me come in town last night?"

Bert—"No, the street lights were all out."

Red—"But I was all lit up."

—X—

First Street Car Director—"We may have to provide for more seats."

Second Street Car Director—"Nonsense! Simply have the Star Spangled Banner played on all cars."

—X—

Mr. Worthington—"What are the three necessary conditions for ordinary burning?"

Esther N.—"Oxygen, something that burns, and a match."



Florence P.—(reading Shorthand)—
"Replied the visitor dryly."

Mr. Thompson—"I don't see how he
could reply dryly when he was so wet."

—X—

Ralph—"I'll write up athletics in
blank verse."

—X—

Ralph tells a joke.

Florence—"Put that in the annual."

Esther—"That's no joke, that's dumb-
ness."

—X—

Mr. Worthington while hunting for
charts in the laboratory, informed us
that his shingleless head came in contact
with a hot pipe.

—X—

Thelma—(transcribing Shorthand)—
"The horse had fine principals. (ap-
pearance).



Helen—"The cavé dwellers had water
spangles. (spaniels).

—X—

Ed. W.—"The Senators of Rome went
into the house and sat on the porch and
stroked their whiskers."

—X—

J. E. W. got all fussed up the other
day in Ancient History Class and called
Milton Thompson "Augustas Caesar".

—X—

Mary—(In current events class)--"The
modern Joan of Arc heard unseen
voices."

—X—

At the patriotic meeting a negro was
asked if he had done his bit in the war.
He said, "I've done my two-bits."

—X—

Dora—"He might have a trial but he
couldn't be heard."



Leonard Nelson's philosophy—"Boy's,
don't worry about the season, shoot first,
then season to your taste."

—X—

Lolita—(in Shorthand)—"Distasteful
(deceitful) shadows."

—X—

Mr. Worthington—"Mary, what is the
sphinx?"

Mary M.—"A sort of a reservoir."

—X—

The Freshies will never run out of
cloth because they have a Weaver in the
class.

—X—

Flossie Auton is always cracking
jokes. It seems some day she'll crack
one too hard and break it.

—X—

An Irish mothers ballad to her little
son:

"Rock a bye baby in the tree top.

When you grow up I'll make you a
cop."



VALEDICTORY



IT IS my privilege to speak a last word before we separate. We, the graduating class of 1918, stand before the door of a world of action. It is in vain that we assure ourselves that we shall meet again, for our circle will never again be the same.

Today we, as a class, look back over our High School life with a blending of sorrow and satisfaction. We have looked forward to this hour ever since we began our studies. As the years passed, it seemed just as far off, but now we stand at the gateway and half-gladly and half-sadly look backward. For four years we have traveled together, hand in hand, but now our hands unclasp and we separate to go our different ways in the world, no longer as a class, but as individuals. Is it strange then, that we shrink from the parting word and draw back as if afraid of the future?

These years have been happy ones. Of course there have been hours of discouragement and anxiety but we knew that the parting hour would come only too soon, making our future so very different from our past. But, as we step out of school life into life's school, we realize that there are hard lessons yet to come.

To our teachers, parents and all others who have helped to make these years pleasant, we extend our sincere thanks. We trust we may prove by our careers that their efforts for us were not profitless and unappreciated.

Now, Classmates, there is but one more word to say and that is farewell. It is a hard word to say. The tears that come into our eyes when we say it, tell us better than anything else how dear we have become to one another. So far we have gone along together, now, we go out into the world to do our part. We may think that we have everything planned for the future but Fate may make our lives widely different from our plans. However, let us step forth nobly, our hearts filled with a resolute purpose, and our Class Motto, "Truth Conquers," ever before us, so that in the Future, *we may always be identified with whatsoever is beautiful, worthy and true.*

—Esther L. Nelson, '18.

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There is an inborn desire in every American to be in style. Ambitious people want to dress in the proper mode, and live in a home that reflects modern ideas, as regard beauty and comfort. Such desires are to be encouraged, as they show up-to-dateness.

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